

Guide to Reports

High School Assessment

Fall 2006



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Introduction

This guide was developed to assist educators in understanding and using the Fall 2006 Michigan Educational Assessment Program (MEAP) results.

Essential report summaries are included in your shipment of reports that will provide information on the achievement of Michigan's students. These reports are intended to reflect the data needed to meet the expectations of state and federal legislation. In accordance with these mandates, separate summary results are provided for the following three student population groups: all students, students with disabilities, and all except students with disabilities.

The table on page 2 lists the reports in the sequence they occur within your District and School packets. Included in the table is a brief purpose statement for each report, a list of the student populations represented in the report, and the report distribution. Detailed descriptions and key components of the reports are provided in this document as well.

The Office of Educational Assessment and Accountability welcomes your comments and feedback. We are committed to providing Michigan educators, parents, and other stakeholders an assessment program of the highest quality and reliability.

Fall 2006 MEAP Reports — High School Assessment

Report Title	Purpose	Reported Populations	Distribution
Demographic Report <i>pages 15–16</i>	A comparative set of mean scale score and performance level information for each grade, summarized by school, district, ISD, and state. All content areas are reported for each demographic subgroup with at least 10 students.	Separate reports for all students, students with disabilities, and all except students with disabilities	School District ISD State
Class Roster <i>pages 17–19</i>	Summary score information by class, for each strand and benchmark (GLCE) assessed within each content area, including scale score, performance level, and detail information for each student assessed.	All Students	Class/Group School
Student Record Label <i>pages 20–21</i>	Summaries of individual student scale scores and performance levels in all content areas in label format.	All Students	School
Parent Report <i>pages 22–26</i>	Printed for individual students, this report provides a summary description of the student's performance by strand for each content area assessed on the MEAP, as well as scale scores and performance level information.	All Students	2 copies 1 for parent 1 for school

Section 1

Scoring

Criteria set by Michigan educators are used to score all MEAP assessments.

Definitions

Scale Score

The scale score is constructed in such a way that it permits comparison of assessment results across time. On the MEAP High School Assessment, a score of 500 is assigned to a student who barely demonstrates *basic* knowledge and skills of Michigan standards. A score of 530 is assigned to a student who barely *meets* Michigan standards. The scale score is stable because it allows for students' scores to be reported on the same scale regardless of which year they took the assessment, and which form of the assessment the student took.

Performance Level

A performance level is a range on the score scale that corresponds to student achievement levels. The MEAP student achievement levels are *Exceeded Michigan standards*, *Met Michigan standards*, *Basic Understanding*, and *Apprentice (Not Endorsed)*. The divisions between the levels are called Cut Scores. The Cut Scores are recommended by a panel comprised of educators and other stakeholders throughout the state. This panel uses detailed descriptions of what students in each of the performance levels should know and be able to do. Based upon these detailed descriptions and actual assessment items, the panel recommends the score that best separates each performance level from the next. The Michigan State Board of Education approves the final Cut Scores and Performance Level ranges.

Endorsed

A student attaining a Performance level of 1 – *Exceeded Michigan standards*, 2 – *Met Michigan standards*, or 3 – *Basic Understanding*, on a MEAP High School assessment will receive a subject area endorsement on their High School transcript for that subject.

Machine-Scoring Process

Multiple-choice assessment items are scored by computer. In responding to these items, students must select the one best answer from the four choices in order to get the item correct. Each item is worth one point. There is no penalty for guessing. Multiple responses and omitted items are scored as incorrect.

Handscoring Process

All constructed-response items requiring short or extended written responses are evaluated by human scorers. The technique used in English language arts (ELA) is holistic scoring, the most widely used scoring method for large-scale assessments. Guided by precise criteria, scorers review a response for an overall or “whole” impression and assign a score. The technique used in social studies is analytic scoring in which responses must meet specific criteria. Extensive professional practice and research have refined and validated the critical steps that ensure consistency in scoring. Because these are large-scale, high-stakes assessments, MEAP staff have taken every step possible to minimize scoring subjectivity.

Pearson Educational Measurement has been hired as the contractor for the handscoring process. All written responses are handscored. Scorers receive extensive training and must pass a qualifying test before being permitted to score student responses. During the scoring process, periodic quality control checks are in place to ensure that scorers are evaluating responses consistently.

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Handscoring Process *(continued)*

There are a number of control measures taken to promote scoring consistency and quality. On the MEAP High School Assessment, every constructed-response is read and evaluated by at least two scorers. The second scorer never sees the score given by the first scorer. If the first and second scores are not within one point of each other, the response is sent to a third scorer with more training and experience for resolution. However, the training and qualifying processes are so thorough that third readings are infrequent.

Scorers are trained to evaluate writing, not writers. Scorers are trained to ignore extraneous factors such as neatness and to focus on the strengths of responses rather than the weaknesses.

Specific score point descriptions and sample student papers will be available at the MEAP web page (www.michigan.gov/meap).

The remainder of this section contains scoring information for the ELA and social studies extended-response items. In math and science, a unique scoring rubric is created for each constructed-response item. Therefore, the math and science scoring rubrics are not included in this guide.

Michigan Educational Assessment Program
Scoring the English Language Arts (ELA) Assessment
Fall 2006 High School Assessment

The English Language Arts (ELA) assessment includes 25 multiple-choice questions and three items that require students to write a constructed-response:

- Prompt for *Writing from Knowledge and Experience*
- *Reporting and Reflecting* – Response to a Student Writing Sample
- *Response to Paired Reading Selections*

Because each prompt requires a different type of response, there is a separate scoring rubric for each of the three prompts in this guide, (pages 6–8).

All responses are scored as rough drafts and not as polished pieces of writing. Read more about the Hand-scoring process on page 3 of this guide.

Writing

- The *Writing from Knowledge and Experience* prompt is scored holistically using a six-point writing rubric, (page 6).
- The *Reporting and Reflecting* – Response to the Student Writing Sample is scored based upon a four-point writing rubric, (page 7).
- Each piece of writing is scored by two independent scorers.
- **The scores are added together for a total possible raw score of 20 points on the High School writing assessment.**

Reading

- One part of the Reading assessment consists of two reading selections and 25 multiple-choice comprehension items. Each item is worth one point.
- The 25 multiple-choice items consist of 9 within-text items following each reading selection, and 7 cross-text items.
- The second part of the Reading assessment, *Response to the Paired Reading Selections*, is a cross-text constructed-response item.

- The *Response to the Paired Reading Selections* is scored by two independent scorers using a six-point rubric, (page 8). The two scores are averaged together for a total possible score of six points on the extended-response item.
- **The student’s score on the extended-response item is added to the student’s score on the 25 multiple-choice items for a total possible raw score of 31 points on the High School Reading assessment.**

Integrated English Language Arts (ELA) Score— a “Partial Compensatory Model”

- ELA scale scores are calculated by averaging each individual student’s reading and writing scale scores (e.g., a student with a 530 reading scale score and a 500 writing scale score has an ELA scale score of 515).
- ELA performance level cut scores are determined by averaging the scale score cuts for reading and writing. (See the MEAP Score Categories and Scale Score Ranges chart for the High School Assessment on page 13 of this Guide.)
- Scale scores and performance levels are both taken into account when determining the integrated ELA performance level.
- The *Met* Michigan Standards performance level for the integrated ELA (Reading *and* Writing) score requires students to achieve at least the *Basic* level on *both* the reading and writing assessments.
- The *Exceeded* Michigan Standards performance level for the integrated ELA (Reading *and* Writing) score requires students to achieve at least the *Met* Michigan Standards level on *both* the reading and writing assessments.

Michigan Educational Assessment Program
Fall 2006 High School Assessment
English Language Arts
Writing from Knowledge and Experience
Scoring Rubric and Condition Codes

- 6** The writing is exceptionally clear and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is clear and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.
- 0** The response was not able to be scored.
- Condition codes**
- A** Off topic/Insufficient
 - B** Written in a Language other than English/Illegible
 - C** Blank/Refused to Respond

Michigan Educational Assessment Program
Fall 2006 High School Assessment
English Language Arts
Writing: *Reporting and Reflecting*
Scoring Rubric and Condition Codes

- 4** The response clearly and fully addresses the task and demonstrates an understanding of the effective elements of writing that are relevant to the task. Ideas are supported by relevant, specific details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.
- 3** The response addresses the task and demonstrates some understanding of the effective elements of writing that are relevant to the task. Ideas are somewhat supported with a mix of general and specific relevant details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.
- 2** The response demonstrates limited ability to address the task and may show limited understanding of the effective elements of writing that are relevant to the task. Ideas may be supported with vague and/or partially relevant details from the student writing sample. There may be surface features that partially interfere with meaning.

- 1** The response demonstrates an attempt to address the task with little, if any, understanding of the effective elements of writing that are relevant to the task. The response may include generalizations about the student writing sample with few, if any, details. There may be surface feature errors that interfere with meaning.

- 0** The response was not able to be scored.

Condition codes

- A** Off-topic/Insufficient
- B** Written in a Language other than English/Illegible
- C** Blank/Refused to Respond

Michigan Educational Assessment Program
Fall 2006 High School Assessment
English Language Arts
Reading: *Response to the Paired Reading Selections*
Scoring Rubric and Condition Codes

- 6** The student clearly and effectively chooses key or important ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are thoroughly developed with appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- 5** The student makes meaningful use of key ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are well developed with appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The student makes adequate use of ideas from each reading selection to support a position on the question and to make a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3** The student takes a clear position on the question. The response makes adequate use of ideas from one reading selection or partially successful use of ideas from both reading selections to support the position. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2** The student takes a clear position on the question. There is partially successful use of ideas from one reading selection or minimal use of ideas from both reading selections to support the position. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading. Limited mastery over writing conventions may make the writing difficult to understand.
- 1** The student takes a position on the question but only makes minimal use of ideas from one reading selection or the student attempts to support an unclear position with minimal use of ideas from both reading selections. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading. Lack of mastery over writing conventions may make the writing difficult to understand.
- 0** The response was not able to be scored.

Condition codes

- A** Off-topic/Insufficient
- B** Written in a Language other than English/Illegible
- C** Blank/Refused to Respond
- D** No Connection to the Question
- E** No Reference to Either Selection

Michigan Educational Assessment Program
Fall 2006 High School Assessment
English Language Arts Assessment
Comment Codes

In addition to the holistic scores, students may receive feedback in the form of a comment code on their response to the *Writing from Knowledge and Experience* prompt and their *Response to the Paired Reading Selections*. Students receiving a 0 score will not receive a comment code.

Numerical codes representing the comments are as follows:

Writing from Knowledge and Experience

1. Lacks focus on one central idea.
2. Demonstrates limited control over sentence structure, vocabulary and/or conventions.
3. Needs details and examples to adequately develop the ideas and content.
4. Lacks coherent organization and/or connections between ideas.
5. Needs richer development of the central idea with some additional, relevant details and examples to get a higher score.
6. Needs tighter control of organization and/or the connections among ideas to get a higher score.
7. Needs greater precision and maturity of language use to get a higher score.
8. Earned the highest score point of 6.

Response to the Paired Reading Selections

1. Lacks a clear position.
2. Lacks clarity, which causes confusion.
3. Needs examples and details from the reading selections to adequately develop the position.
4. Supports the position with examples and details from only one reading selection.
5. Does not make a connection across the two reading selections.
6. Contains misconceptions about the content of the reading selections.
7. Needs richer support of the position with some additional examples and details from the reading selections.
8. Needs greater precision and mastery of language use.
9. Earned the highest score point of 6.
10. Represents a highly competent response.

Michigan Educational Assessment Program
Scoring the Social Studies Assessments
Fall 2006 High School Assessments

The Social Studies assessments contain two item types. There are multiple-choice items, with up to 10 items from each of the following strands: History, Geography, Civics, Economics, and Inquiry. There is also one Decision-Making item that requires students to write a persuasive essay about a public policy issue in response to a data section prompt. The student response is scored analytically using a five-point rubric for the High School assessment. (The scoring rubric is located on pages 11–12 of this Guide.) All responses are scored as rough drafts and not as polished pieces of writing.

Core Democratic Values

The persuasive essay item asks students to take a stand on a public policy issue in response to a prompt, and to support their position using the core democratic values. The students are referred to the following information located in the back of their assessment booklet.

**Some Core Democratic Values of
American Constitutional Democracy**

Core democratic values are the fundamental beliefs and constitutional principles of American society. These values unite all Americans. They are expressed in the Declaration of Independence, the United States Constitution, and other significant documents, speeches, and writings of the nation. Below is a list of some core democratic values. **You may use any core democratic value to support your position, including those not on this list.** Be sure to explain how the value you choose supports the position you take.

Fundamental Beliefs

Life
Liberty
The Pursuit of Happiness
Public or Common Good
Justice
Equality
Diversity
Truth
Popular Sovereignty
Patriotism

Constitutional Principles

The Rule of Law
Separation of Powers
Representative Government
Checks and Balances
Individual Rights
Freedom of Religion
Federalism
Civilian Control of the Military

Michigan Educational Assessment Program
Fall 2006 Social Studies Assessment
Analytic Scoring of Civic Writing – High School Assessment

- 5** The response must give a clearly stated position on the issue and support for that position. Students use words such as support/oppose, for/against, agree/disagree, or should/should not. The student's supporting points must be explained in enough detail to show a clear connection to the position taken.

The student must provide at least one supporting point from *each* of the following:

- position support based on the *core democratic values*
- supporting information from the *Data Section* that is accurate, valid, and relevant to the student's position
- supporting social studies information that comes from the student's *prior knowledge* of civics, economics, geography, or history, that is accurate, important, and relevant to the student's position. This information must be something other than the information supplied by the *Data Section* or a *core democratic value*
- supporting information that *refutes an acknowledged argument* from the opposing viewpoint

- 4** The response must give a clearly stated position on the issue and support for that position. Students use words such as support/oppose, for/against, agree/disagree, or should/should not. The student's supporting points must be explained in enough detail to show a clear connection to the position.

The student provides at least one supporting point from *three* of the following:

- position support based on the *core democratic values*
- supporting information from the *Data Section* that is accurate, valid, and relevant to the student's position

- supporting social studies information that comes from the student's *prior knowledge* of civics, economics, geography, or history, that is accurate, important, and relevant to the student's position. This information must be something other than the information supplied by the *Data Section* or a *core democratic value*
- supporting information that *refutes an acknowledged argument* from the opposing viewpoint

- 3** The response must give a clearly stated position on the issue and support for that position. Students use words such as support/oppose, for/against, agree/disagree, or should/should not. The student's supporting points must be explained in enough detail to show a clear connection to the position taken.

The student provides at least one supporting point from *two* of the following:

- position support based on the *core democratic values*
- supporting information from the *Data Section* that is accurate, valid, and relevant to the student's position
- supporting social studies information that comes from the student's *prior knowledge* of civics, economics, geography, or history, that is accurate, important, and relevant to the student's position. This information must be something other than the information supplied by the *Data Section* or a *core democratic value*
- supporting information that *refutes an acknowledged argument* from the opposing viewpoint

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Michigan Educational Assessment Program
Fall 2006 Social Studies Assessment
Analytic Scoring of Civic Writing – High School Assessment *continued*

- 2** The response must give a clearly stated position on the issue and support for that position. Students use words such as support/oppose, for/against, agree/disagree, or should/should not. The student's supporting points must be explained in enough detail to show a clear connection to the position taken.

The student provides at least one supporting point from **one** of the following:

- position support based on the *core democratic values*
- supporting information from the *Data Section* that is accurate, valid, and relevant to the student's position
- supporting social studies information that comes from the student's *prior knowledge* of civics, economics, geography, or history, that is accurate, important, and relevant to the student's position. This information must be something other than the information supplied by the *Data Section* or a *core democratic value*
- supporting information that *refutes an acknowledged argument* from the opposing viewpoint

- 1** The response must give a clearly stated position on the issue and support for that position. The student's supporting points must be explained in enough detail to show a clear connection to the position taken.

- 0** The response was not able to be scored.

Condition codes

- A** Off-topic
- B** Written in a Language other than English / Illegible
- C** Blank / Refused to Respond

The following characteristics in a student response will **not** contribute toward a positive score:

- The student *does not take a stand*, or says that someone else (parents, school, or government) should decide the issue
- The supporting point based on the *core democratic values* contradicts the stated position
- The supporting information from the *Data Section* contradicts the stated position
- *Data interpretations* are not accurate, valid, or relevant
- Support based on *prior knowledge* contradicts the stated position
- Student responded based on feelings or opinions instead of *prior knowledge* of civics, economics, geography, or history
- Student acknowledges existence of opposing viewpoint, but *does not refute* the argument

Comment Codes

In addition to the analytic score, students may receive feedback in the form of a comment code. Students receiving a 0 score will not receive a comment code. Numerical codes representing the comments are as follows:

1. Includes clear and supported position statement
2. Contains supporting core democratic value
3. Uses supporting information from Data Section
4. Provides supporting knowledge from social studies
5. Offers credible opposing argument and refutation

MEAP Score Categories and Scale Score Ranges
Fall 2006 – High School Assessments

Important Note: The scale score cuts and ranges for Levels 3 (500–Basic) and 2 (530–Met Michigan Standards) are consistent across content areas. Cut scores for Level 1 fluctuate slightly from year to year for each content area. The raw scores associated with all cut scores will also fluctuate slightly from year to year. It is not possible to earn a score between the highest Level 2 and the lowest Level 1 score.

MATHEMATICS	High School	Level 4 Not Endorsed (68–499)	Level 3, Endorsed At Basic Level (500–529)	Level 2, Endorsed Met MI Standards (530–629)	Level 1, Endorsed Exceeded MI Standards (630–977)
SCIENCE	High School	Level 4 Not Endorsed (88–499)	Level 3, Endorsed At Basic Level (500–529)	Level 2, Endorsed Met MI Standards (530–635)	Level 1, Endorsed Exceeded MI Standards (636–1126)
SOCIAL STUDIES	High School	Level 4 Not Endorsed (199–499)	Level 3, Endorsed At Basic Level (500–529)	Level 2, Endorsed Met MI Standards (530–594)	Level 1, Endorsed Exceeded MI Standards (595–903)
ENGLISH LANGUAGE ARTS	HSA Reading	Level 4 Not Endorsed (356–499)	Level 3, Endorsed At Basic Level (500–529)	Level 2, Endorsed Met MI Standards (530–595)	Level 1, Endorsed Exceeded MI Standards (596–684)
	HSA Writing	Level 4 Not Endorsed (464–499)	Level 3, Endorsed At Basic Level (500–529)	Level 2, Endorsed Met MI Standards (530–553)	Level 1, Endorsed Exceeded MI Standards (554–584)
	HSA Total ELA*	Level 4 Not Endorsed (410–499)	Level 3, Endorsed At Basic Level (500–529)	Level 2, Endorsed Met MI Standards (530–574)	Level 1, Endorsed Exceeded MI Standards (575–634)

*There are two parts to the Total ELA scoring process. Scale scores and performance levels for both reading and writing are taken into account in determining the integrated ELA performance level.

To earn a Level 1 Total ELA score, students must score at least a Level 2 in both reading *and* writing, and at or above the Total ELA cut score for Level 1.

To earn a Level 2 Total ELA score, students must score at least a Level 3 in both reading *and* writing, and at or above the Total ELA cut score for Level 2.

Section 2
Report Descriptions

Michigan Educational Assessment Program (MEAP)
Sample Reports
Fall 2006

The sample reports included in this *Guide to Reports* are intended to provide examples of the report formats, data organization, and types of information contained in each report.

These sample reports were printed prior to availability of real data. Data contained in these sample reports do not refer to any specific assessment item, or any specific student, school, or district.

Demographic Report Description

The Demographic Report provides a summary breakdown of scores by demographic subgroup for each content area assessed. Summary data reported includes the number of students assessed in each subgroup, the mean scale score, the percentage of students attaining each performance level, and the percentage of students that met or exceeded Michigan standards within each content area. The Demographic Report is generated for three student populations:

- All students
- Students with disabilities (SWD)
- All except students with disabilities (AESWD)

The demographic subgroup scores are aggregated by school, district, ISD, and state. The demographic subgroups reported are:

- Gender
- Ethnicity
- Economically Disadvantaged (ED)
- English Language Learners (ELL)
- Formerly Limited English Proficient (FLEP)
- Migrant

Please note the following:

- 1) *A separate report is generated for the Students with Disabilities subgroup.*
- 2) *Homeless student data is also included on the Demographic Report.*
- 3) *No summary scores are provided for subgroups containing less than ten students.*

- 4) *Students that have been enrolled in your district for less than one full academic year (LTFAY) at the time of the MEAP assessment administration will no longer be reported as a subgroup on this report. Calculation of this data for AYP purposes will be determined from the enrollment data submitted via SRSD. Due to the timing of the fall assessment administration, the Michigan Department of Education has amended the LTFAY definition. A student's score is excluded from the AYP determination if the student has not been enrolled at the school on the **three** previous official count days. These students are included in all applicable demographic subgroups.*

Section A identifies the title of the report, the level of aggregation (school, district, ISD, state), the student population included in the report, the grade level, and the assessment cycle. School, district, and ISD names and codes are included as applicable.

Section B lists the demographic subgroups, as well as the total student population being reported. Ethnicity subgroups are defined by federal requirements. (Refer to the Ethnicity definitions in the MEAP Coordinator Handbook www.michigan.gov/meap for definitions.) The remaining categories are reported by a *yes* or *no* response.

Section C reports the number of students included in the subgroup, the mean scale score, the percentage of students attaining each performance level, and the percentage of students that met or exceeded Michigan standards within each content area.

This is a multiple-page report with ELA scores reported on one page and Math, Science, and Social Studies scores reported on another page for each of the three student population groups identified in the first paragraph on this page.



District Name: **WANTTOBETTER PUBLIC SCHOOL**
District Code: **00040**

A

SCHOOL DEMOGRAPHIC REPORT

All Students

Grade 11

Fall 2006



School Name: **SUPERIOR HIGH SCHOOL**
School Code: **34567**

School	MATHEMATICS							SCIENCE							SOCIAL STUDIES						
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Level 1 & 2 *	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Level 1 & 2 *	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Level 1 & 2 *
Total All Students	50	489	50%	44%	6%	0%	6%	50	508	43%	20%	38%	0%	38%	50	479	46%	43%	6%	5%	11%
Gender																					
Male	13	479	62%	38%	0%	0%	0%	13	493	50%	10%	40%	0%	40%	13	469	48%	40%	6%	6%	12%
Female	37	492	46%	46%	8%	0%	8%	37	513	40%	23%	37%	0%	37%	37	483	42%	46%	7%	5%	11%
Ethnicity																					
American Indian/Alaskan Native																					
Asian/Pacific Islander																					
Black, Not of Hispanic Origin	<							<							<						
Hispanic	<							<							<						
White, Not of Hispanic Origin	39	493	44%	49%	8%	0%	8%	39	513	35%	26%	39%	0%	39%	39	482	33%	24%	44%	0%	44%
Multiracial																					
Additional Reporting Groups																					
Economically Disadvantaged: Yes	12	458	92%	8%	0%	0%	0%	12	462	87%	7%	0%	1%	1%	12	468	92%	9%	0%	0%	0%
No	38	499	37%	55%	8%	0%	8%	38	511	41%	21%	38%	0%	38%	38	489	37%	21%	41%	0%	41%
English Language Learners: Yes	<							<							<						
No	44	491	50%	45%	5%	0%	5%	44	508	41%	22%	38%	0%	38%	44	481	39%	23%	38%	0%	38%
Formerly Limited English Proficient																					
Migrant																					
Homeless																					
Accommodations																					
Standard - All								<							<						
Nonstandard - All **																					
Standard ELL Only																					
Nonstandard ELL Only **																					

* Percent proficient may not equal the sum of level 1 & level 2 due to rounding.
** Results for these students are invalid and not reported.

< = No summary scores provided if <10 students
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Fall 2006

Class Roster Report Description

The Class Roster provides summary score information by class, for each strand and benchmark assessed within each content area, as well as detail information for each student assessed. This report may include multiple pages to report all strands and benchmarks (*see two-page sample Class Roster on pages 18 and 19*). Page numbers are printed in the center at the bottom of each report page.

Section A identifies the title of the report, the grade level reported, the assessment form used, the assessment cycle, and the content area. The teacher name, class/group code, the school name and code, and the district name and code are also provided.

Note: A separate Class Roster Report will be generated for each assessment form administered within a class/group.

Section B lists each student's name followed by their Unique Identification Code (UIC), and Date of Birth (DOB). The Scale Score and Performance Level attained by the student are also reported.

Section C provides the following information for each benchmark, detailed by student:

- Benchmark assessed
- Number of points possible
- Number of points earned by the student

Note: Some items did not translate well to Braille, and were omitted from the Braille version of the assessment.

- Scores are subtotaled by strand

Section D reports the class/group mean score for each standard or benchmark.



District Name: WANTTObETTER PUBLIC SChOOLS
District Code: 00040

CLASS ROSTER

(A)

Grade 11 - Form 01
Fall 2006
SOCIAL STUDIES



Teacher Name: VALUES, COREY
Class/Group: 0001
School Name: SUPERIOR HIGH SCHOOL
School Code: 34567

(B)

(C)

(D)

Strand Benchmark	Scale Score	Performance Level	History	C					Strand Total	Geography						Strand Total	Civics						Strand Total	Economics					
				I.1.h.01	I.1.h.02	I.2.h.01	I.3.h.01	I.4.h.01			II.2.h.01	II.3.h.02	II.5.h.01	II.5.h.02	III.1.h.01			III.2.h.01	III.2.h.02	III.3.h.02	III.3.h.03	IV.1.h.01			IV.2.h.01	IV.3.h.01	IV.3.h.04	IV.4.h.01	
MC or CR Points Possible				1	6	1	1	1	10		4	2	2	2	10		1	1	5	2	1	10		1	2	1	1	2	
Student 1 UIC: 9999999999 DOB: 99/99/9999	562	2		1	5	1	1	1	9		3	2	2	2	9		0	1	4	1	0	6		1	0	0	1	2	
Student 2 UIC: 1111111111 DOB: 11/11/1111	507	3		0	2	0	1	1	4		2	1	1	0	4		0	1	2	2	1	6		1	2	1	0	2	
No. of Students Assessed =	2																												
Mean	535	NA		0.5	3.5	0.5	1.0	1.0	6.5		2.5	1.5	1.5	1.0	6.5		0.0	1.0	3.0	1.5	0.5	6.0		1.0	1.0	0.5	0.5	2.0	
D																													

Performance Level
1 - Exceeded Standard (593 - 756)
2 - Met Standard (530 - 592)
3 - Basic (500 - 529)
4 - Apprentice (279 - 499)

* One or more items dropped from Braille form.



SOCIAL STUDIES



Performance Level	Scale Score Range
1 - Exceeded Standard	(593 - 756)
2 - Met Standard	(530 - 592)
3 - Basic	(500 - 529)
4 - Apprentice	(279 - 499)

* One or more items dropped from Braille form.

Student Record Label Description

A Student Record Label is provided for each student assessed during the Fall 2006 cycle. The labels are mailed to the school for placement in the student record file (CA-60).

Section A contains the district name and code and the school name and code.

Section B contains the student's name, date of birth, gender, ethnicity code, and grade level when the assessment was administered. Also included are the student's state Unique Identifier Code Number (UIC#), the District Student ID Number (STU#) if provided by the school during the student pre-ID process, and the MEAP administration cycle.

Section C—High School Assessment contains the **Subject** areas assessed, the **Form** used by the student, the scale score (**SS**) received, the **Performance Level** the student attained in each subject area, and whether the student earned a subject area endorsement.

Level 1 – Exceeded Michigan Standards, *Endorsed*

Level 2 – Met Michigan Standards, *Endorsed*

Level 3 – demonstrated Basic knowledge and skills of Michigan standards, *Endorsed*

Level 4 – considered to be at an Apprentice level, demonstrating little success in meeting Michigan standards, *Not Endorsed*

High School sample Student Label

Lastnamexxxxxxx, Firstnamexx I.		12345 DISTRICT NAME 54321 SCHOOL NAME			
UIC# 1234567890 STU# 0123456789 DOB- MM/DD/YY Gender-M Ethnic-1 Grade-10 Fall 2006 meap™	Subject Mathematics Science Social Studies ELA Reading ELA Writing ELA Total ELA Listening	Form Oper Emer Oper Oper Oper Oper Oper	SS 782 702 406 700 700 700	Level 1 1 4 1 1 1	Endorsed Yes Yes No Yes Yes Yes

Parent Report Description

The intent of the Parent Report is to provide a summary description of their student's performance in each content area assessed on the MEAP. This report is designed to help parents and guardians identify the academic strengths of their student and areas that may need improvement. Information from this report may be helpful when discussing academic progress of the student with the classroom teacher(s).

Section A provides the assessment cycle, the grade the student was in when the assessment was administered, and the name of the student. It also lists the name of the school and the school district the student was enrolled in at the time the assessment was administered.

Section B provides a brief introductory letter addressed to the parent or guardian of the student describing the purpose of the MEAP and summarizing information contained in the Parent Report.

Section C (the inside pages of the Parent Report, *see pages 24–25*) describes how the student performed in each content area, on each content area strand, and the total points possible for the strand. The brief explanation for each subject area provides the performance level score the student attained and the accompanying scale score, as well as information on how the student's performance relates to Michigan standards. For example, if a student received a Level 2 on the High School mathematics assessment, that student has “Met” Michigan standards.

For students taking the English language arts (ELA) assessment, the scores and performance levels have been divided into reading, writing, and an integrated English Language Arts (ELA) score which is a combined performance level for reading and writing. See Scoring the High School English Language Arts Assessment on page xx of this guide.

Section D provides space for the student's mailing address or address label, (*see page 26*).

Please Note:

The MEAP results for individual students are most reliable and valid at the overall content area scale-score level. These scale scores also are reliably associated with a performance level. Parents can have confidence that the reported content area scale scores and performance levels provide accurate information for each subject.

Student scores for strands are also provided in these Parent Reports. These are less reliable measures than subject scores and performance levels because there are fewer items within strands than on the total subject test. These results provide an approximate measure of the level of performance of the student.

Parents should be careful in drawing conclusions about a student's strengths or weaknesses at the strand level. It is more appropriate to use this strand information together with classroom assessment data, teacher-provided information, and other performance information to guide learning activities.

Parent Report



District Name: WANTTODIRECT PUBLIC SCHOOL
District Code: 00040

High School
Spring 2006



School Name: SUPERIOR HIGH SCHOOL
School Code: 34567

Report For:
Firstnamex I. Lastnamexxxxxxxxxx

Dear Parent or Guardian:

During Spring 2006, high schools administered the Michigan Educational Assessment Program (MEAP) High School Assessment. This assessment gives students an opportunity to be eligible for the Michigan Merit Award, www.michigan.gov/mistudentaid. The complete assessment was administered to all eleventh-grade students who had not previously taken the MEAP High School Assessment. Additionally, eleventh- and twelfth-grade students who had taken the assessment previously had the option of retaking assessments in reading, writing, mathematics, science, and/or social studies.

The high school MEAP assessments measure what a student should know and be able to do in each of the content areas assessed. MEAP specifically addresses content identified in the Michigan Curriculum Framework. Most schools have adopted similar curriculum standards. The results presented in this report provide a valid and reliable assessment of how well <STUDENT FIRST NAME> performed overall in each content area assessed.

We encourage you to discuss the MEAP results for <STUDENT FIRST NAME> with teachers and other school professionals who have the benefit of knowing your student personally. Teachers are able to use the MEAP results, together with other assessment and classroom performance information, to provide a more complete analysis and plan for your student's continued learning.

Parents, teachers, and counselors have a greater opportunity to help students succeed when they work together to encourage student learning.

Sincerely,

Mike Flanagan
Superintendent of Public Instruction
State of Michigan

Results for Firstnamex

Subject	Scale Score	Performance Level
Mathematics	630	Exceeded Standards
Science	630	Exceeded Standards
Social Studies	630	Exceeded Standards
Reading	630	Exceeded Standards
Writing	630	Exceeded Standards
Total English Language Arts	630	Exceeded Standards
Listening (optional)	630	Exceeded Standards

Performance Level Descriptors

Level 1: Exceeded Standards

The student's performance exceeds proficiency standards and indicates substantial understanding and application of key curriculum concepts defined for Michigan students.

Level 2: Met Standards

The student's performance is proficient and indicates sufficient understanding and application of key curriculum concepts defined for Michigan students.

Level 3: Basic

The student's performance is not yet proficient, indicating a partial understanding and application of key curriculum concepts defined for Michigan students.

Level 4: Apprentice

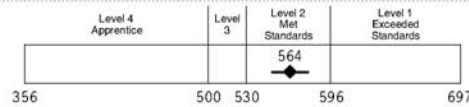
The student's performance is not yet proficient and indicates minimal understanding and application of key curriculum concepts defined for Michigan students.

Care must be taken in understanding the results of these assessments. Your student's scores reflect performance on a given day under standardized administration procedures. The standardized scale scores are the most stable of your student's scores. Strand scores within subject may vary more because fewer items are used to measure strands.

We encourage parents to discuss these results with the teacher who can provide more information by using results from other assessments and classroom performance. The teacher is in the best position to provide guidance in designing appropriate instruction for your student.

English Language Arts

Reading: Your student's reading scale score is reported on the graph below.



Reading Standards	Points Earned	Points Possible	% Correct
Communication	2	3	67%
Genre and Craft	10	13	77%
Understanding	13.5	15	90%

On the reading assessment, the students were asked to read for understanding within and across texts, answer multiple-choice questions, and demonstrate their understanding of text through a written response. All questions on the reading assessment are based upon the Michigan Curriculum Framework English Language Arts Standards and benchmarks for high school. (see www.michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf)

The table to the left shows the points possible within each of the parts of the reading test, as well as the percent correct and points earned by your child.

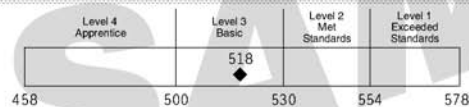
A STUDENT WHO MET STANDARDS:

Used knowledge about text features and structures to accurately construct meaning and to synthesize themes within and across texts; wrote and supported an effective response, taking a clear position on a question with minor misconceptions about the texts.

Structure - examples include: narrative, expository

Features - examples include adjunct aids, such as maps, charts, illustrations

Writing: Your student's writing scale score is reported on the graph below.



Writing Standards	Points Earned	Points Possible	% Correct
Communication	10	20	50%

On the writing assessment, students were asked to write about a topic using their own knowledge and experience, and to respond in writing to a grade level (peer) writing sample. All questions on the writing assessment are based upon the Michigan Curriculum Framework English Language Arts Standards and benchmarks for high school. (see www.michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf)

The table at left shows the points possible within each of the parts of the writing test, as well as the percent correct and points earned by your child.

A STUDENT WHO PERFORMED AT THE BASIC LEVEL:

Wrote general and/or vague statements about a central idea or task with limited detail and minimal organization; used language that occasionally interfered with meaning; and generalized about his/her own writing and the writing of others with minimal reference to standards of quality.

Total English Language Arts: Your student's Total English Language Arts scale score is reported below.

Total ELA scale scores are the average of reading and writing scale scores. Your student's Total ELA scale score is 541, which resulted in a Performance Level 2 - Met Standards.



What is Standard Error of Measurement (—◆—)?

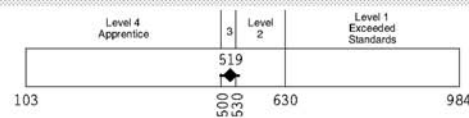
The diamond indicates your child's scale score for the tested subject. This is your child's overall subject scale score and is used to determine the level your child achieved. The horizontal bar indicates the Standard Error of Measurement. If your student had taken this same test or a similar test on another day, he/she would likely have scored within this range.

Mathematics, Science, and Social Studies

Mathematics: Your student's mathematics scale score is reported on the graph below.

In the spring of their junior year, students have developed a variety of skills needed to solve mathematical problems. These include algebraic and analytical reasoning, as well as discrete ideas such as induction, iteration, and recurrence relations. They can employ investigations and mathematical models to make inferences and predictions; determine probabilities of events; and use shape properties and relationships to describe objects. Proportional reasoning and indirect measurement, including applications of trigonometric ratios, enables students to measure inaccessible distances and to determine derived quantities such as densities. They can efficiently and accurately apply operations with real numbers and algebraic expressions.

A STUDENT WHO PERFORMED AT THE **BASIC LEVEL**:
Demonstrated only partial understanding of mathematical skills and concepts to solve problems consistent with the Grade 11 Expectations.



Mathematics Strands	Points Earned	Points Possible	% Correct
Patterns/Functions	4	11	36%
Geometry/Meas	5	11	45%
Analysis & Stats	5	11	45%
Numeration	1	1	100%
Algebra/Analysis	4	12	33%
Probability/Discre	2	6	33%

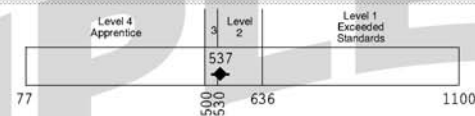
Science: Your student's science scale score is reported on the graph below.

During the initial high school grades, students developed, defended, and critiqued theories and reflected on the science of living things, the physical world around them, and the elements and processes that make up and affect Earth.

Students **constructed new scientific knowledge** by implementing inquiry skills to develop models that will test scientific theories about the universe. They used quantitative and qualitative data to support generalizations. Students **reflected on scientific knowledge** by evaluating limitations of evidence used to support decisions about their lives and society.

The Science Strands at right show the points possible, as well as the percent correct and points earned by your child.

A STUDENT WHO **MET STANDARDS**:
Designed and conducted scientific investigations based on questions, manipulated and adjusted scientific variables, and had an integrated knowledge of the life, Earth, and physical science concepts presented in the Michigan Science Curriculum Framework for high school.
(see www.michigan.gov/documents/Updated_Science_Benchmarks_27030_7.pdf)



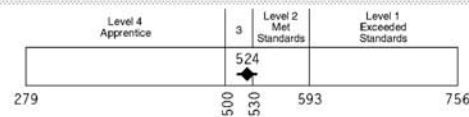
Science Strands	Points Earned	Points Possible	% Correct
Constr. Knowledge	1	9	11%
Reflect Knowledge	3	10	30%
Life Science	9	15	60%
Physical Science	6	13	46%
Earth Science	7	11	64%

Social Studies: Your student's social studies scale score is reported on the graph below.

The goal of Social Studies is to prepare students to be responsible citizens. Responsible citizens demonstrate knowledge of history, civics and government, economics, and geography, as well as have the ability to apply this knowledge to everyday life. Thinking skills developed within the Social Studies curriculum must be practiced and applied as a way to maintain our constitutional democracy, to respect core democratic values, and to understand the global connections of modern society. High school students need to evaluate different viewpoints when making decisions about public concerns and have the ability to express their conclusions in writing in a clear and organized manner.

The Social Studies Strands at right show the points possible, as well as the percent correct and points earned by your child.

A STUDENT WHO PERFORMED AT THE **BASIC LEVEL**:
Had an incomplete body of knowledge about social studies information and concepts. Students faced difficulty in using key social studies knowledge and skills in their decisions as they become responsible citizens in a democratic society.
(see www.michigan.gov/socialstudies)



Social Studies Strands	Points Earned	Points Possible	% Correct
History	7	10	70%
Geography	5	10	50%
Civics	7	10	70%
Economics	7	10	70%
Inquiry	4	6	67%
Decision Making	2	5	40%

SAMPLE

SPACE FOR THE ADDRESS LABEL

The MEAP assessments are standardized, criterion-referenced assessments indicating what students know and can do in relation to the content defined in the Michigan Curriculum Frameworks. More information about the MEAP assessments can be found at www.michigan.gov/meap. Additional information about the State Curriculum Frameworks can be found on the Michigan Department of Education web site, www.michigan.gov/mde.

MEAP assessments are generally made up of multiple choice and written response items developed, edited and reviewed several times by Michigan teachers and educators using a rigorous process that meets national technical standards. The raw scores in this report indicate the number of points assigned to correct responses. Scale scores are reported for each subject placing the raw scores on a standard scale so that comparisons can be made between test administrations. Performance levels were determined using test information and the expert judgment of Michigan educators and other knowledgeable stakeholders.

If you have questions about this assessment, or this report, please talk to your school or district coordinator. Your child's teachers, or principal will be able to assist you in interpreting this report.

District Contact Information:

District Name:
WANTTOBETTER PUBLIC SCHOOL
School Name:
SUPERIOR HIGH SCHOOL

For more information, please visit www.michigan.gov/meap.

Contact Information

Michigan Educational Assessment Program (MEAP) coordinators and assessment administrators should become familiar with the report layouts and information contained in this document. If district MEAP coordinators have questions after reviewing this manual, or need additional information about MEAP assessment administration procedures, content, scheduling, appropriate assessment or accommodations for students with disabilities, or the English Language Learner (ELL) Program, please contact the Michigan Department of Education, Office of Educational Assessment and Accountability, using the contact information listed below.

Office of Educational Assessment and Accountability

Edward Roeber, Senior Executive Director

Marilyn Roberts, Director

Joseph Martineau, Psychometrician

Paul Bielawski, Manager, Educational Accountability

Peggy Dutcher, Manager, Assessment for Students with Disabilities Program

William Brown, Coordinator, Test Development

James Griffiths, Manager, Assessment Administration and Reporting

Jane Faulds, English Language Arts Consultant

Kyle Ward, Mathematics Consultant

Rodger Epp, Science Consultant

Ruth Isaia, Social Studies Consultant

Sue Peterman, Department Analyst, Assessment Administration and Reporting

Patricia King, Department Analyst, Assessment Administration and Reporting

Phone: 1-877-560-8378

Fax: 517-335-1186

Web site: www.michigan.gov/meap (current information, assessment results, released items)

E-mail: meap@michigan.gov

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